OHBZ
373.23609713
O59DE/iE

ENGLISH
INTERMEDIATE
DIVISION

ONTARIO
DEPARTMENT
OF EDUCATION

1969

The poems on the inside of the covers have been written by students in the Intermediate Division of schools in various parts of Ontario.

WHY?

Airplanes, when they were
first invented and flew,
Everyone clapped and cheered,
But when a young bird
begins to fly,
No one watched
No one waited
No
One
Even
Saw
It.

Jane Kilpatrick

REFLECTIONS

A circle of mirrors
Above, around
And below me.

Images facing me:
haunting me, mocking me.
Imitating my every move; every mood.

Enclosing me with millions upon millions of
replicas. precise. in every way
A perfect image.

Yet different; unreal
Lifeless, cold . . . frightened . . .

Reality faces me at every move.

Nancy Adamson

Life soars to the stratosphere if not the ionosphere,
You slide down to Hell.
I remember
that day
when I fell and scraped my knee
on a grey Muskoka rock.

Hillar Liitoja

MY KITE

I
watched
the kite as it
flew above me in
places I could never
reach. I marvelled at
its ability to stay just
above the trees and just
below the clouds. The wind
caught it in its cold grip
and I watched it as it
wrestled with the
wind. My kite
was weakening,
it began to
struggle
struggle—

Then
I
let
go
of
the
string.

Sharon Herzog

COMPUTERS, ANYONE?

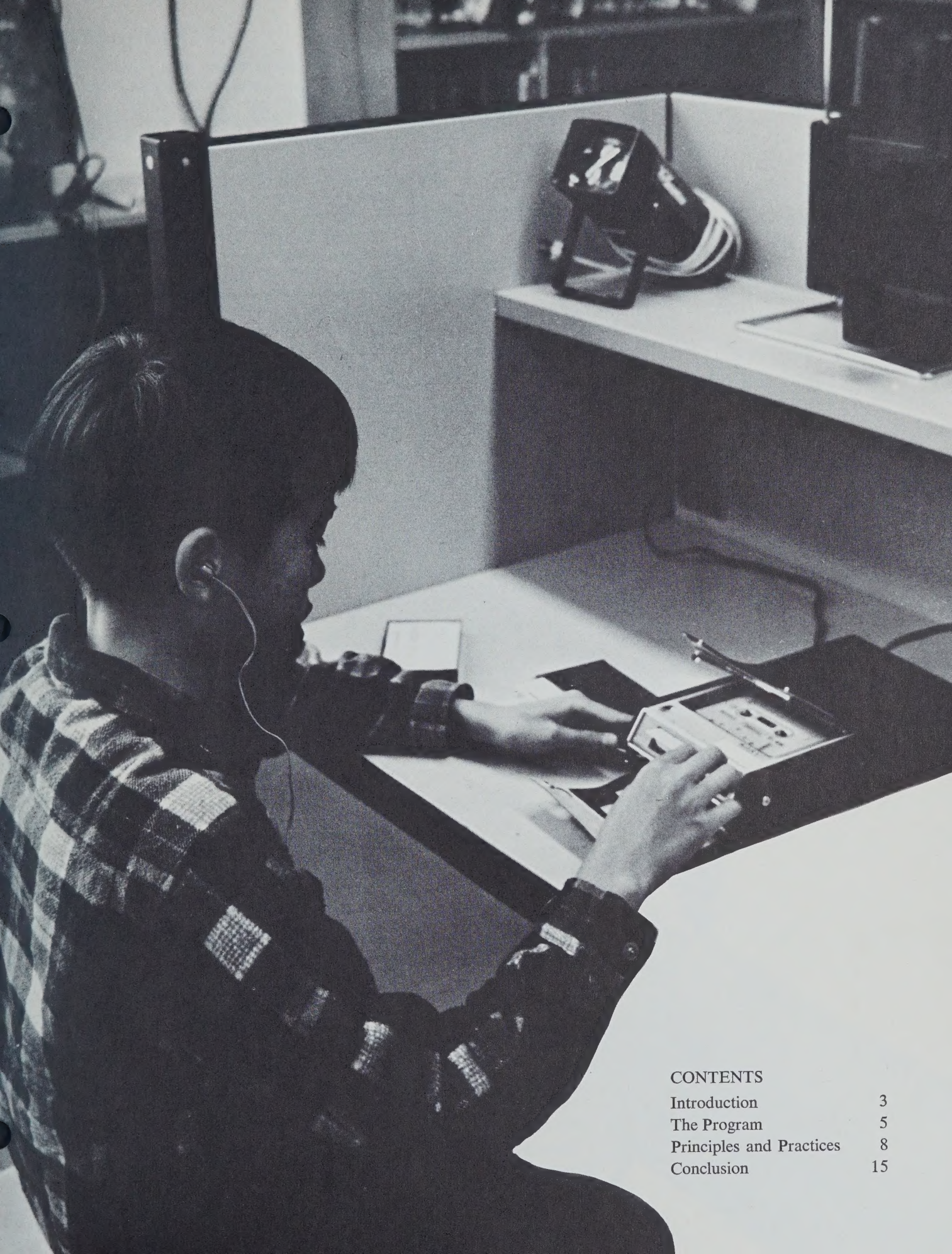
Jill is a student at high school: a computer put her there.
Jill wanted home "ec": a computer gave her music.
Jill wrote her exams: a computer marked them wrong.
Jill moved: a computer erased her.
Jill ceases to exist, thanks to a computer.
Poor Jill!

Iris Becker

AUTUMN

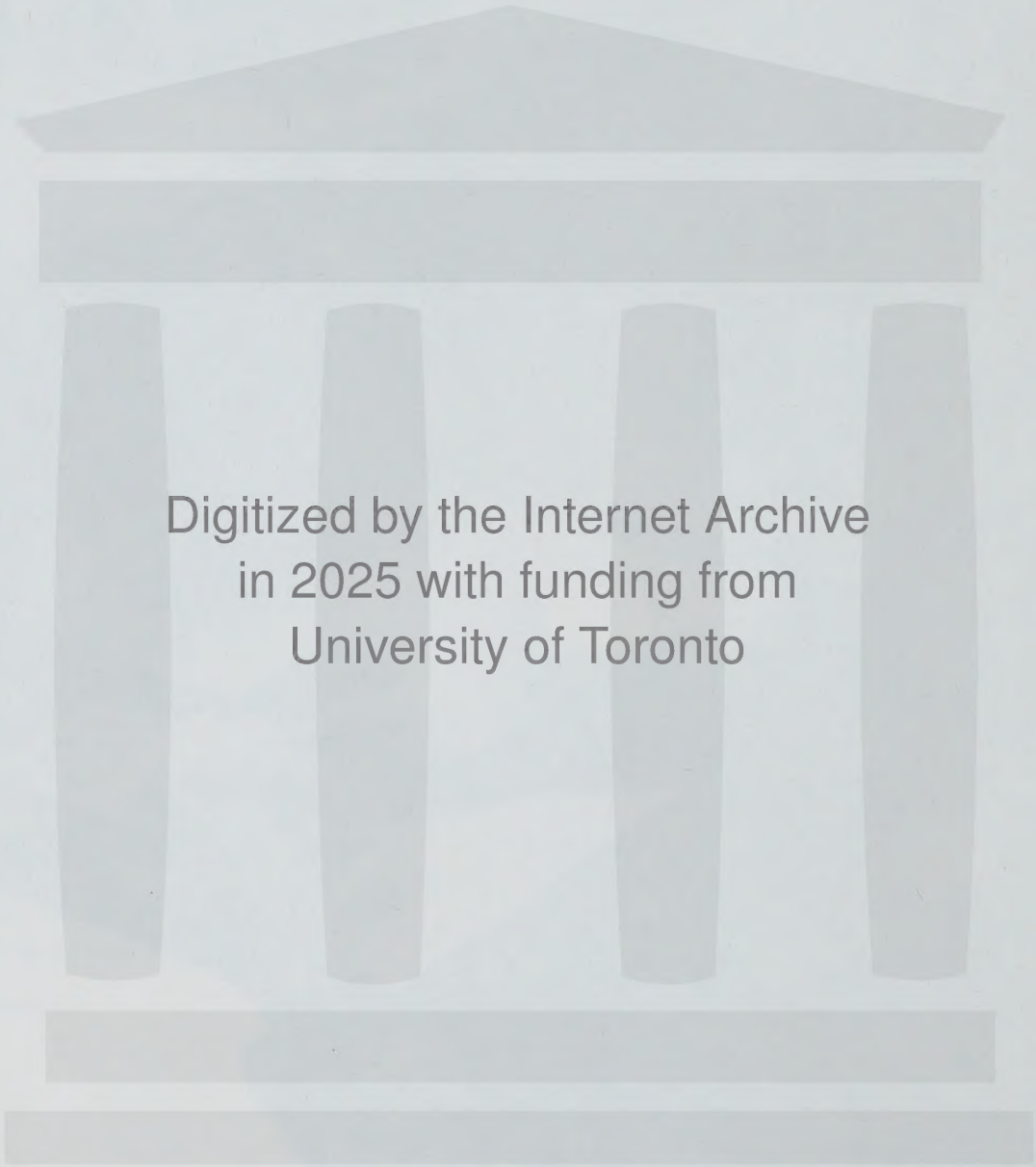
The glossy baseball sun glittered,
Root smothering leaves snapped,
The screaming tree breezes
Flung up gigantic snowflake-like foliage,
Paint spattered tooth pick trees
Seem to float in the atmosphere,
Trickling headwaters
Moistening out doors,
Current motions of creatures
Crescents of Moon Gods,
All in one Autumn.

Cathy Tihor



CONTENTS

Introduction	3
The Program	5
Principles and Practices	8
Conclusion	15



Digitized by the Internet Archive
in 2025 with funding from
University of Toronto

https://archive.org/details/englishintermedi00onta_0

INTRODUCTION

Today there is a keen awareness that human beings learn through activity and retain best what they have come to understand through their own initiative. The prime concern, therefore, is with the learning experience of each student rather than with the performance of his teachers. This shift of emphasis from instruction to learning necessitates a re-assessment of current practices in English in the Intermediate Division.

Instead of a program in which English is rigidly arranged under segmented headings such as spelling, handwriting, grammar, composition, and literature, a more productive approach would be to think in terms of a dynamic process in which experience and expression are central factors.

The purpose of these guidelines is to assist teachers to broaden their concept of English as a vehicle of learning. The point at issue is not "What is English?" The question instead is "Which learning situations will best develop the receptive and the expressive abilities of students as individuals?" The *receptive aspect* of the English program will include the traditional facets of listening and reading as well as the contemporary addition of viewing and the deeper participation of observing.[1] The *expressive aspect* of the program will include not only speaking and writing but also such activities as creative drama,[2] film-making, and other visual art forms.

Thus, in the Intermediate Division, English can no longer be treated as a subject for study. It should be regarded as a process that is intimately linked with personal growth and the human need for communication.

[1]Kuhns, William and Robert, Stanley. *Exploring the Film.* Geo. A. Pflaum, Dayton, Ohio, 1968

[2]Way, Brian. *Development Through Drama.* Humanities, New York, 1966
Barnes, Douglas. *Drama in the English Classroom.* National Council of Teachers of English, Champaign, Illinois, 1968
Moffett, James. *Drama: What is Happening?* National Council of Teachers of English, Champaign, Illinois, 1967

AIR CANADA

THE PROGRAM

Traditionally, the teaching of English has emphasized the acquisition of certain skills and the transmission of a literary heritage.

The acquisition of these skills is still a legitimate requirement for learners. A considerable volume of current research, however, indicates that a student will learn best, not by sequential drill in isolation, but through his own awareness of his needs.[3] Teachers should, therefore, study the performance of their students and seize opportunities to provide them with the help they require.

At the same time, there must be a continuing concern for our literary heritage. In the Intermediate Division, special emphasis should be placed on material of immediate interest to students. The literature of the classroom will, therefore, include not only relevant classics but also current magazines, newspapers, films, television and radio programs, plays, and sculpture, paintings and other art forms.[4] It is also important that the students' own work be studied.[5]

For a long time a major concern in the English program has been with "correct oral and written expression". Enough research now has been accumulated to emphasize the following:

- There is no significant correlation between the teaching of formal grammar and the improvement of a student's use of English.[6]
- There is no significant correlation between the teaching of formal English grammar and the successful acquisition of a foreign language.[7]
- Since English is a living language, it is natural to expect that it should betray the dialectal variations of different speech communities.[8] "Errors", therefore, should be viewed as deviations from standard English usage which is, after all, one of a variety of sub-dialects of the language. Exercises which give the student practice in identifying and correcting "errors" in no way guarantee any permanent, real change in the speech habits of speakers of non-standard English.[9]

[3]Dixon, John. *Growth Through English.* National Association for the Teaching of English, Caversham, Reading, England, 1967
Muller, Herbert, J. *The Uses of English.* National Council of Teachers of English, Champaign, Illinois, 1967
Clegg, A. B. (ed.) *The Excitement of Writing.* Chatto & Windus, 1964
Marckwardt, A. H. (ed.) *Language and Language Learning.* National Council of Teachers of English, Champaign, Illinois, 1968

[4]Squire, James, R. (ed.) *Response to Literature.* National Council of Teachers of English, Champaign, Illinois, 1968
Carlsen, Robert, G. *Books and the Teen Age Reader.* Harper & Row, 1967

[5]Hourd, Marjorie. *The Education of the Poetic Spirit.* Heiniman, 1949
Holbrook, David. *The Secret Places.* Methuen, 1964

[6]Marckwardt, A. H. (ed.) *Language and Language Learning.* National Council of Teachers of English, Champaign, Illinois, 1968
Gleason, H. A. *Linguistics and English Grammar.* Holt, Rinehart & Winston, 1965
Lounsbury, T. R. *History of the English Language.* H. Holt & Company, 1879
Hockett, C. F. *A Course in Modern Linguistics.* Collier-Macmillan Company, 1958
Braddock, Richard, Reed. *Research in Written Composition.* National Council of Teachers of English, Champaign, Illinois, 1963

[7]*Encyclopedia of Educational Research.* Collier-Macmillan, London, 1960

[8]Bernstein, Basil. *Language and Social Class.* British Journal of Sociology XI, 1960
Kenyon, J. S. *Cultural Levels and Functional Varieties of English.* College English, 10, October 1948

[9]Shuy, R. W. (ed.) *Social Dialects and Language Learning.* National Council of Teachers of English, Champaign, Illinois, 1965
NCTE Task Force on Teaching English to the Disadvantaged. *Language Program for the Disadvantaged.* National Council of Teachers of English, Champaign, Illinois, 1965

If the foregoing statements seem to imply that a linguistic approach to grammar will provide an updated substitute for traditional grammar, then it must be emphasized that no major evidence has yet emerged to suggest that any formal study of a linguistic grammar will improve a student's speaking and writing.[10] On the other hand, serious teachers of English have always been concerned about appropriate levels of language and about the structure, the history, and the development of language. These broader aspects of linguistics might be studied by interested students on an elective basis in the Intermediate Division.

If the written and oral expression of students will not benefit from the isolated and formal treatment of a traditional or linguistic approach to grammar, in what way can improvement be effected? This question is one of the most controversial in the field of English.

There seems to be agreement, however, on four points:

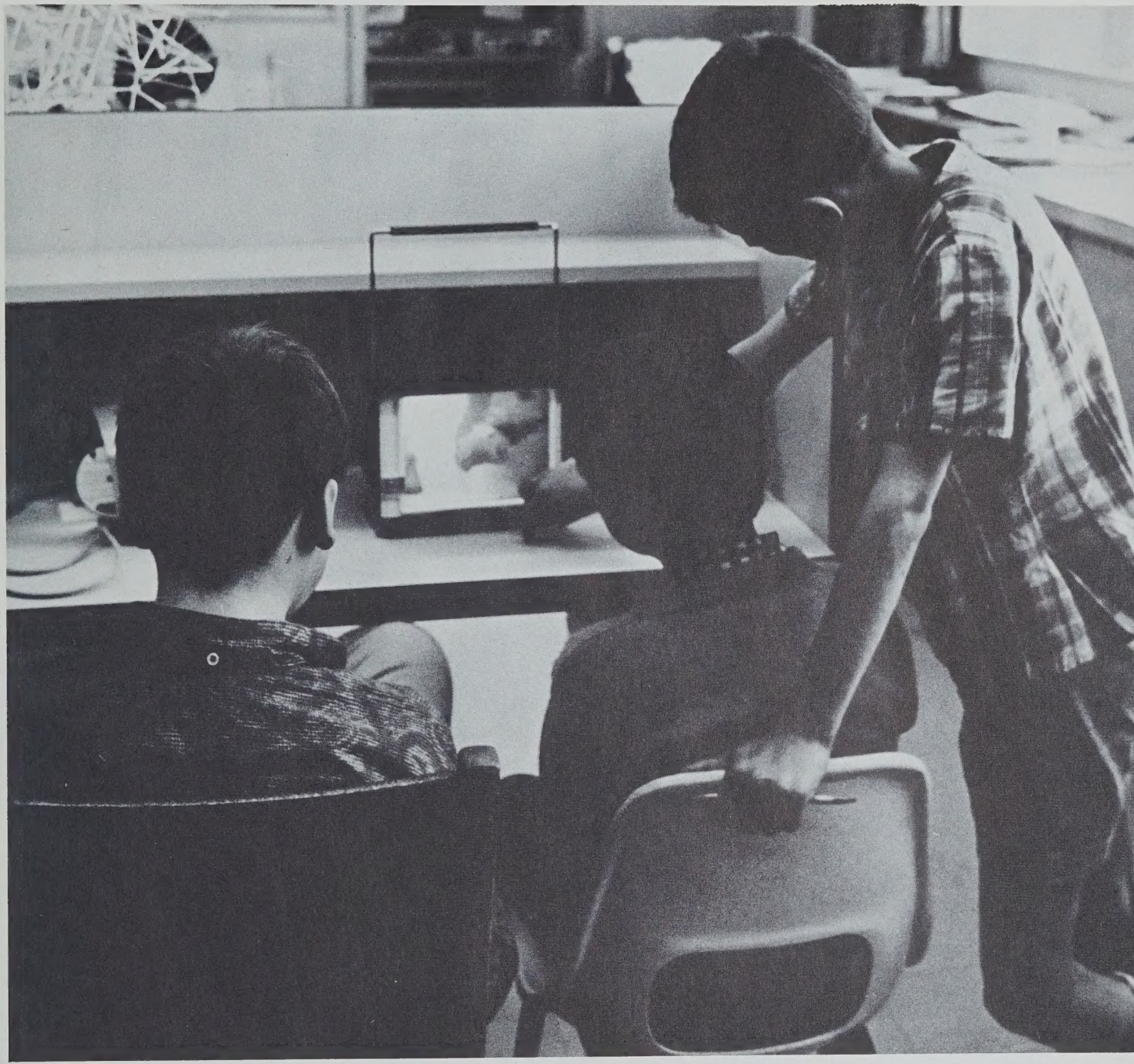
- The English program must be an integrated one, building upon experiences that are vital to the students. It should include discussing, talking, viewing together, considering, and sharing ideas.[11]
- In an English program, the emphasis must be on oral expression not only as an end in itself but also as one of the most effective prerequisites for written communication.[12]
- Informal on-the-spot evaluation of the effectiveness of students' work will provide the starting point for improvement. This immediate evaluation can be done on an individual or group basis.
- The written and oral expression of students will also become more effective if they are allowed time in school to read widely.[13] Furthermore, there is again an increasing awareness that expression profits and an interest in reading is encouraged if teachers read both prose and poetry on a daily basis to their students as well as with them.

[10]Moffett, James. *Teaching the Universe of Discourse.* Houghton Mifflin, Boston, 1968
Rosenbaum, Peter. *On the Role of Linguistics in the Teaching of English. Harvard Educational Review,* Vol. 35, No. 3, 1965

[11]Britton, James (ed.) *Talking and Writing: A Handbook for English Teachers.* Methuen, London, 1967

[12]Dixon, John. *Growth Through English.* National Association of Teachers of English, Modern Language, New York, 1967

[13]Fader, D. N. and McNeil, E. B. *Hooked on Books: Program and Proof.* Putnam, 1968
Carlsen, Robert, G. *Books and the Teen Age Reader.* Harper and Rowe, 1967



PRINCIPLES AND PRACTICES

If the emphasis in English in the Intermediate Division is on personal growth, the program must be based on experiences related to the needs and interests of students as individuals. Therefore, many established classroom techniques and practices must be re-assessed.

CLASSROOMS

It is difficult, for example, to defend the formal classroom in which all the students are given identical assignments at the end of a thirty- or forty-minute period, and where reliance is placed on uniform textbooks and notebooks. The best classrooms today are largely conducted as workshops from which the dais has disappeared.[14] These classrooms are equipped with movable furniture that may be pushed aside to provide free space or arranged for small-group discussions and activities.[15] They also contain a wide range of diverse materials. In addition, the students and teachers have easy access to the facilities of a well equipped library resource centre.

TIMETABLES

Equally indefensible is a timetable that fragments the English program so that a teacher is responsible for only one facet of English. An effective timetable must provide blocks of time long enough to allow for flexible handling of the total English program. This is difficult if a rigid rotary system is used during the whole school day. Large blocks of time will enable English teachers to examine the possibilities of melding all facets of the program into an integrated whole. When this unified English program is established, the teachers can explore the possibilities of inter-disciplinary planning in which subject boundaries are blurred.[16]

[14]Dixon, John. *Growth Through English.* National Association of Teachers of English, Modern Language, New York, 1967
Whitehead, F. *The Disappearing Dais.* Chatto and Windus. London, 1966

[15]Barnfield, Gabriel. *Creative Drama in Schools.* Macmillan, London, 1968
Courtney, Richard. *Teaching Drama: A Handbook for Teachers in Schools.* Cassell, 1965

[16]Mearns, Hughes. *Creative Power, Education of Youth in The Creative Arts.* Dover Publication, 1958

SUGGESTED APPROACHES

There are many effective ways of implementing the English program in the Intermediate Division. The use of a theme, for example, is one approach that can result in an integrated English program or an inter-disciplinary project.

If, for instance, a topic such as Prejudice or Automation is of interest to a group of students and their teachers, they can make use of paperbacks (novels and non-fiction), newspaper and magazine articles, poems, plays, films, radio and television programs, paintings and other art forms, local circumstances, and any other resources related to the theme. This "literature" provides the springboard for the listening, speaking, viewing, reading, and writing that would constitute the English curriculum for a segment of the year. The length of time given to the theme would be determined by student interest, availability of resources, and the depth of the study.

Such a topic might also be introduced through art, music, history, economics, and any other appropriate area of interest. This inter-disciplinary approach necessitates much cooperative planning by students and teachers.

Another method of implementing English in the Intermediate Division is through a program of electives. This could consist of a required core plus electives freely chosen by students or, alternatively, a program entirely selected by students. Depending on facilities as well as abilities and interests of teachers and students, these electives can range from some extending over a few weeks to some lasting several months.

MATERIALS

If approaches such as the use of themes or electives are utilized, the resulting program requires an especially large variety of learning materials. There should be available in the classrooms a wide choice of paperbacks related to current topics and themes of interest to students. In addition, there should be relatively easy access to the materials already mentioned: magazines, newspapers, picture collections, films, filmstrips, slides, phonograph and tape recordings, tapes, transparency materials for overhead projectors, television and radio programs. A well-equipped library resource centre that contains these materials, as well as the facilities for their use, will be of great value in an effective English program.

No school, however richly endowed, will contain sufficient materials. It will be profitable and necessary to broaden students' experiences by undertaking carefully planned out-of-school activities related either to the English program or to interdisciplinary studies.

DEVIL
SUITE

EVALUATION

The teacher who provides a program in English suited to the individual needs and interests of students will find that the application of external standards requiring uniformity of achievement is impossible. Creative expression which is an essential aspect of an English program simply cannot be marked. Standards, however, are important. They are an integral part of the daily activities of students. They are also implicit in the nature of the program provided and in the quality of the materials being used. Furthermore, the teacher must satisfy himself that his students are acquiring the communication skills that they need. He also must be concerned about their interests and attitudes. Do the students express themselves clearly? Are they genuinely interested in reading? Are they drawing upon their experience of the world about them and are they developing an understanding of these experiences? What is the quality of the resulting oral and written expression?

Effective evaluation involves initial and continuing assessment. It begins with testing and observation by the teacher for diagnostic purposes. The time for this is early in the school year because much information can be uncovered concerning the interests, attitudes, skills, and needs of each student. From this information, a program can be planned. Continuing teacher-pupil assessment of an informal nature should result in modification of the program.

CONCLUSION

Growth and change are apparent in every field, and especially in English in the Intermediate Division. No one can be completely satisfied with what he is doing. Every teacher looks for help to meet more adequately the needs of his students in a world in which the significance of language and the need for human communication are so manifest.

These guidelines are an attempt to encourage teachers to expand their search for new approaches by looking beyond the textbook, putting aside outmoded practices, and exploring and experimenting along with their students. The result of such a program will be rewarding: students will enjoy the many facets and forms of literature and involve themselves in the living language.

The Department of Education is willing to assist in designing programs in English which interpret the principle of these guidelines in the light of local needs and resources. Arrangements for workshops for teachers of English in the Intermediate Division or for the provision of resource personnel to teacher committees may be made through the appropriate Regional Office.

Region	Address
Region 1, Northwestern	303 News Chronicle Building Water Street Port Arthur, Ontario
Region 2, Midnorthern	1349 Lasalle Blvd. Sudbury, Ontario
Region 3, Northeastern	240 Algonquin Avenue North Bay, Ontario
Region 4, Western	1137 Western Road London, Ontario
Region 5, Midwestern	279 Weber Street North Waterloo, Ontario
Region 6, Niagara	15 Church Street, Suite 402 St. Catharines, Ontario
Region 7, West Central	40 Eglinton Avenue East Toronto 12, Ontario
Region 8, East Central	29 Gervais Drive Don Mills, Ontario
Region 9, Eastern	1082 Princess Street Kingston, Ontario
Region 10, Ottawa Valley	1825 Woodward Drive Ottawa 5, Ontario

THE WORLD WE LIVE IN

I saw a man — buried in his paper.
And reading on —
About trains running into buses,
And teenagers tampering with the gates,
And reading on —
About unmarried, pregnant women,
And birth control pills,
And illegal abortions,
And reading on —

About teenagers drinking under age,
And driving cars into poles,
And killing friends and relatives,
And reading on —
About the war in Viet Nam,
And the bombing and destroying,
And unfruitful peace talks,
And reading on —
About robbery —
And rape
And murder.
And reading on —
So calm sat he —
Unmoved
Untouched
From all the world around him.

Iris Becker

TO LIFE

To live a happy life,
To see and to hear—
Of sounds and sights and
the clear blue of the sky,
All of this,
But let's not die in war.

To laugh, to sing, to enjoy,
To live life to its fullest measure—
All of this,
But let's not die in war.

To be a friend to all people,
To respect, to honour man—
No matter his colour or station,
To understand, and be understood,
All of this,
But let's not die in war.

Linda Waxman

SURROUNDED BY WEEDS

I see the flower
but this is out of place
in this cement, brick, and glass world,
steel structures, storey upon storey,
but still holding its place
in a sidewalk crack
surrounded by weeds
its glory drowning out its deep shadows.
It seems to thrive, feeling no pain
but it's alone and must be unhappy.
Soon its glowing innocence will wilt
from the dirt, foul air, and lack of sunshine.
I feel pity as my foot hovers over it
crushing its beauty
in a single movement.
Laughing I see the yellow petals disperse
but I feel better.

Dave Daniels

wish

make me a concrete block
turn my blood and flesh to concrete
my bones to steel reinforcements
my mind to a chemical that will bond the two.

lay me then as the key block
to a small town bridge
and i will help people to cross
at least one pitfall.

and perhaps then,
just perhaps,
i will merit to be called
a man.

Steve Yeates